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EDITORIAL

THE TENTH ASSEMBLY OF THE WCOTP

The Tenth Assembly of the World Confederation of Organisations of the Teaching Profession held at New Delhi in the first week of August 1961 may well be regarded as a landmark in the history of the world organisation. Admittedly, a special feature of this year's assembly is the way in which the Prime Minister of India and some of his Cabinet colleagues interested themselves in its proceedings. There were notable additions to the list of affiliated national organisations. 62 countries of its current 75 national constituents sent delegations to the Assembly. A few associated national members sent observers. In all about 75 countries of the world were represented at the Conference in Delhi. Such a wide representation is no small tribute to the work of the Executive Officers of the WCOTP.

It is unfortunate that Sir Ronald Gould, President of the WCOTP, was prevented from presiding over this year's Assembly by the exacting demands of his own national organisation which made his stay in England indispensable. However, it is a matter for gratification that the Conference had the benefit of his carefully thought-out address. The President's absence afforded Sri S. Natarajan, Vice-President, WCOTP, an opportunity to show India's potentialities for world leadership in educational matters, both organisational and academic.

Well may the teaching profession in India be proud of the efficient and dignified way in which he conducted the deliberations of the Assembly. Sri Natarajan's uncontested re-election to the Vice-Presidentship for a third term in succession is not only an expression of the confidence and esteem in which he is held by the delegates but also an indication of their desire to honour the teaching profession in India, which has maintained sobriety, in spite of the stress and strain to which it has been constantly subjected.

It is impossible to review adequately here the many-sided activities of the WCOTP and its associated world organisations. Executive documents, theme reports, and reports of (1) representatives to the international conferences, (2) regional activities, (3) specialised committees and international members will be found published in the information brochure presented to the delegates and observers. They all make an impressive and interesting reading. We would here like to draw the attention of our readers first to the central idea of the theme "Education for Responsibility" and secondly to a few points relating to the professional and welfare aspects of the work of the WCOTP which, in our opinion, deserve grateful appreciation of teachers in general.

Education for Responsibility

By means of a questionnaire the views of national organizations on the theme were collected and documented; on the basis of this discussions

were conducted at the Conference in Delhi. The inaugural address of Pandit Jawaharlal Nehru focussed the attention of the General Assembly on the kernel of the problem. He challenged teachers by asking squarely if it was not possible to produce good men and women through the process of education so that tensions born of suspicion, hatred and fear might be eliminated and conditions necessary for peaceful existence might be ensured to people in this atomic age.

Dr. K. L. Shrimali's exposition of the theme was a valuable contribution, which set the tone of discussion in the assembly. His was a forthright exhortation to teachers to cease to be neutral in the conflict between 'democratic forces and strongly entrenched forces of reaction' and openly align themselves with the former. He pointed out the need for subordinating individual interests for the sake of group welfare, which in essence is the time-honoured Indian ideal of Social security.

The resolutions of the tenth assembly of the WCOTP will be found published elsewhere in this issue. Emphasis is laid on the fact that co-operation of the various units of social organism is necessary for the permeation of correct ideas on Education for responsibility. We welcome the stress laid on the need for recognition of ethical and moral basis of responsibility.

The WCOTP supports no tame submission to laws likely to offend human dignity in any manner whatsoever. Its call for a revolt against offending laws is, we believe, a tacit acceptance of the use of the Gandhian weapon of passive resistance in order to bring about a change in the old order.

Professional and Welfare Services of the WCOTP

The WCOTP "aims at gathering into one powerful organization professional teachers from all stages of education, with a view to enabling them to exert an influence corresponding to the importance of their social function."

Its purposes are (i) promotion of international understanding and goodwill, (ii) improvement of teaching methods and (iii) establishment of closer relationships between teachers in the different countries.

WCOTP is a member of the Non-governmental Organisations' Committee of the United Nations Children's Fund. It holds consultative status with the UN, UNESCO, WHO and FAO. It works with UNESCO on such projects as mutual appreciation of Eastern and Western Cultural values, extension of primary, secondary and technical education, teaching of foreign languages, and combating discrimination and prejudice.

For instance the UNESCO concluded a contract with WCOTP for 1,500 dollars for a study on the treatment of Asia in Primary School Textbooks in Europe. WCOTP invited the International Federation of Teachers' Associations (IFTA) to undertake this work.

'Man through his art' is another contract for 5,000 dollars. The first album of the series is proposed to be published before the end of 1961. In the series beginning with 'Your friends in Japan' India and France have been selected to be featured. The AIFEA has been asked to prepare on contact a booklet on India.

The WCOTP Asian Office at New Delhi has published a 'Handbook on Education in Asia, Australia and New Zealand' and a 'Directory of Teachers' Associations' in those areas.

The programme for Asiatic region states "At the request of member associations, WCOTP will endeavour to assist administrative strengthening of national teachers' associations, including in particular short-time financial assistance for the initiation of the appointment of full-time general secretaries by the associations."

It will thus be seen that WCOTP is fast developing into a force to be reckoned with in the promotion of Education and the improvement of the status of teachers on a global basis. The next General Assembly will be held at Stockholm in Sweden and the theme to be discussed is "Education in a Technical Age." We wish the WCOTP all success in its high endeavour.

The Host Committee

Finally, the Host Committee under the Chairmanship of Prof. D. C. Sharma, deserve to be congratulated on the thoughtful arrangements they had made for the Conference. The visits to places of historical importance and beauty spots were all appreciated by the delegates. Opportunities for social intercourse in the lounges of Vigyan Bhawan, at Cafteria and during friendship nights served to promote mutual understanding of the delegates.

There is no doubt that the delegates from abroad would have carried pleasant memories of the Conference in Delhi.

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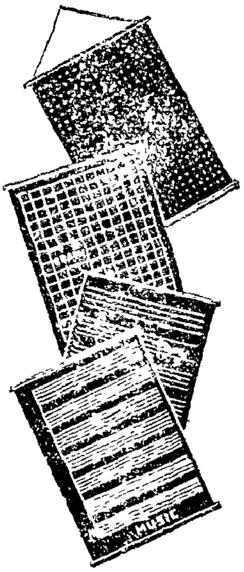

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TENTH GENERAL ASSEMBLY OF WCOTP

INAUGURAL ADDRESS BY THE PRIME MINISTER

The following is the text of the Prime Minister, Shri Jawaharlal Nehru's inaugural address made while inaugurating the Tenth General Assembly of the World Confederation of Organisations of the Teaching Profession :

Mr. Chairman, Mr. President, Distinguished Delegates, Friends : I am happy to be here but I am not quite sure what particular purpose I serve here. You are all gathered together in your capacity as members of a noble profession, the teaching profession, experts in that field and you are going to discuss the problems of education. I can tell you little about it except, well, my own experiences and failures in it but I am here in the main to welcome you on behalf of the Government of India and to tell you how deeply concerned we are with these problems of education.

I suppose everyone is concerned in every country because more and more it is realised that it is through education that you can ultimately influence people's minds and thereby events. I think in the Preamble of the Constitution of UNESCO it is stated that wars begin in the minds of men. Well, if wars begin in the minds of men as they surely do, then one has to influence the minds of men and women. That seems obvious enough and therefore, whether we look at it from the narrower point of view of imparting education say, in the scientific or technological fields which is so essential or other fields, the basic thing that should be necessary is to direct people towards thinking in terms of let us say, peace and co-operation and understanding and not in terms of the type of international life that we lead today which is partly governed by the approach of cold war.

I am not venturing to go into the rights or wrongs of these questions but of one thing I am quite certain in my mind, that any kind of approach to problems which is coloured by the outlook of fear and hatred is a bad approach and the approach of the cold war is essentially an approach of fear and hatred.

You meet today to discuss these problems here when in the world there are very serious, grave problems at issue and no man can say what may descend upon us in the course of the next few months. It is a difficult and very delicate situation and yet perhaps the very difficulty of the situation may lead us to think furiously as to what is wrong with our thinking — not ours here, but generally everywhere. Something must be wrong. On the one hand, we arrive at the conclusion that education must necessarily be the way to solve the world's problems — practical education whether it is scientific, technical or in regard to the humanities. All that is obvious.

But we find that the most highly educated nations and peoples in the world, who have all the advantages of technical education, advantages of education in humanities and who have succeeded in a large measure in getting rid of some of the ancient evils from which humanity has suffered like poverty, etc., in another content not only do not get on with each other but are full of violent hostility towards each other.

Now, that is the result of different types of education or lack of education? Does the education lead to greater hostility in spite of greater understanding? It is a problem which I will submit to you deserves consideration. I am quite sure that educa-

tion is essential and I am not decrying education but the fact is education or, if I may say so, that the type of education that we have had has not led to that peaceful and co-operative international approach which has become so essential to the world's growth or even to the world's survival. That troubles me.

And in thinking about our own educational problems in this country — as we do very often, even a layman like me — we may argue as to greater stress sometimes on scientific training, technological training or may stress, as my colleague Prof. Humayun Kabir did here, I believe yesterday here or somewhere, about humanities, the importance of the humanities. I entirely agree with him but the fact remains that in spite of all this scientific training plus training in the humanities we have arrived at a stage, taking the world as a whole, when we are bitterly hostile to each other.

Is this some kind of a fate which we cannot get rid of and so we have to see this tragic drama unfold itself and be helpless spectators of it in spite of the tremendous advances that we have made, in spite of our education and the great civilisations that have been built up ? What is wrong ? How can we deal with this situation ? It is obviously not enough merely to blame somebody for it. Somebody may be guilty, may be wrong. Somebody else blames the other party and so it becomes a competition in casting blame.

Whoever may be blamed, it does not solve the problem. It does not create the conditions, the atmosphere for the solution of the problem. Problems may be difficult and they are indeed very difficult. But the first necessary thing for their solution is an atmosphere which is helpful in considering them or in solving them. That very atmosphere is absent.

How far does education help in creating that atmosphere I venture to submit that it is worthy of your consideration. You are going to discuss *training for responsibility* which is a very good and desirable subject, an important subject that we, each individual have a measure of responsibility in discharging his obligations and duties. We claim rights but no right is ever divorced from a duty or an obligation and it is right that we should be trained in that.

But still responsibility for what ? Responsibility for doing an odd job. Well, this is one thing and very necessary. Responsibility to our fellow citizens, our neighbour, responsibility for not only our neighbour but the man who lives the next door to him, may be further away, may be in another country, national responsibility or international because the world as it is too compact, too close together for us to ignore or to live apart from anyone else. The whole concept of national sovereignty indeed bcomes weaker and weaker when you indulge in flying across numerous countries in a jet plane in a few hours and more so when you are on the threshold of the space age, all this business of national boundaries becomes rather out of date and yet our minds function in that previous age which is past, looking at things in a narrow way, narrow even from the nationalist concept.

In spite of all our growth a certain tribalism clings to us. In India we have the misfortune to have caste which is a kind of a continuation of tribalism and which has done us enormous injury in the past and today we are trying to get rid of it. There is no such thing as caste elsewhere but something resembling the consequences of a narrow tribal outlook still govern nations, even the highly civilized nations and they look upon the world as some kind of a projection of their own thinking and when the world does not function in that way, one is dissatisfied, angry, why does not it do it.

Well, the world is a very varied place, a very delightful place, I think

a very beautiful place but a place which is not uniform. It differs. Human beings differ, their thinking differs, even to some extent their urges differ although in many matters they may be similar and this concept of introducing a measure of uniformity everywhere, regimenting people's thinking or living to one mould, neither easy nor, I think, desirable. Therefore, one has to come to the conclusion that there are many ways of living, many ways of thinking although there may be common bonds in them.

In fact there are many ways, many facets of the truth we seek and not the only one which we, in our limited minds, have only very partially grasped. It is a basic issue how far we think in our pride, that we possess the ultimate understanding or truth or reality and the way of life in everything and therefore how far it is up to us to impose it upon others.

Well, in the background of India with all our infinite number of failings, we have been rather tolerant in our outlook and we have thought that truth has many faces and no one has a monoply of them, no country, no individual and therefore that does help in making one a little tolerant of others who differ.

It creates, as I said, an atmosphere where we can get on with others. Whether that is helpful or not, I do not know. But that of course, does not mean necessarily that we should get on with something which we consider thoroughly evil. That too is wrong. So all those difficult questions arise.

But basically the question that does arise is that in this world we have to tolerate each other and we must not imagine that it is our duty to push somebody aside or to sit on his chest and force him to do as we would like him to do. If perhaps that aspect of life was a little more understood or appreciated, it would help a little at least in lessening the conflicts of today. But whether perhaps these conflicts are even more or even deeper and we have to go through this phase of conflict today in order to arrive at some greater syntheses, I do not know.

But it does surprise me that while education is obviously desirable, inevitable and essential, I do not find the educated persons always so desirable. He is often, in spite of his education, rather narrow-minded and throws his weight about on others whom he considers inferior to him, whether he does it as an individual, as a group or as a nation, but he does it. And in some ways he has got in spite of his education, rather a closed mind. He does not look into other people's minds, peep into it and understand it because he starts with the presumption that he has got all that he wants to have in his mind and does not open it to others' impressions. That surely cannot be a good result of education. Education should open the mind and enable a person to understand other human beings and be understood by them.

I am merely putting some ideas before this distinguished assembly for them to think about because I have no answers to these questions. It is easy to frame questions and very difficult to find answers and ultimately one tries to deal with particular problems, one faces them to the best of one's ability and does not try to solve problems which may come later.

Our problems in this country are dominated by certain factors. The biggest one of them being just poverty and all the numerous progency of poverty. I do not think that all the economic growth in the world, which is so very desirable, can by itself solve problems. There has to be something else, something outside the purely economic sphere, call it what you like, call it ethical, moral, spiritual. But the fact remains I think, that morality, ethics and spirituality have a pretty feeble foundation if they are laid on poverty. You cannot base any growth on poverty. You have to deal with the physical aspect and give the neces-

sary, the primary necessities of life to human beings before they can grow; it may, of course, be quite a possibility that if there is too great an abundance of the good things of life it may coarsen the fibre of human being or the group and the finer aspects of life may escape him in that very abundance. But that is a fear which does not affect this country at present in any way. I do not know about other countries. We have not got the essentials of life adequately distributed among our people. So we have inevitably to draw up big Five Year Plans and the like trying to raise the standards of our people and give them these primary necessities of life, and that is a problem not of India but many countries in Asia and Africa like India which are under-developed and in the past have not had the opportunities for development and catching up to the modern world.

But we are doing that. It involves a tremendous effort and mistakes are made and many fine decisions that we make and plans that we draw up are not fully realised. We have to face all this and yet go on and lay the foundations for a happier existence for our people. I think that the last ten or twelve years have shown that we are going ahead with some confidence and with some assurance of the future that we are building but it is nevertheless going to be tremendously difficult task.

Now in doing all this I am always laying stress not only on the dams and factories and modern techniques — that of course we are doing—in technical and scientific education and the humanities but on this background we try to — with more or less success — emphasise the maintenance of certain ethical values in life. It is easy enough to proclaim that but it is not too easy to act up to it and how to bring it in the case of education is still more difficult because it may often happen that what you try to teach with great vigour results in a reaction against it in the pupil's mind who is forced to do something out of thinking in a particular way. But that is your outlook, that is your job or question which you have to solve.

My point was here we are struggling with our people who are, as you know, 430 millions, a very large number of the earth's population. It is a big problem, raising 430 million people and when you think of India and India's problems always remember that we have to face 430 million problems. We look upon this question not in some kind of a way, isolated from the individuals because those individuals in their millions are before our eyes but thinking is directed towards raising them, bringing them out of the traditional, in some ways a semi-feudal, structure into modern forms, modern structures. The mere size of the problem is staggering and if you look deep into it it becomes more difficult.

Yet it is being done and then I think with a measure of success though we often stumble and fall; we make mistakes but I think we shall succeed and even as we go on working there we think of other things. Yes. We shall succeed in providing enough food and clothing and housing and education and work and all that.

What then? Where does the country aim at? What picture of the future have we in our minds? What picture do we wish to project into our people's minds of the future, the future of which we see gradually developing all over the world, a future of very close international co-operation? It is otherwise just international destruction. There is nothing in between.

All these problems come up before us. If you are interested as my colleague, Mr. Sharma said, you can have a glimpse into our thinking and the Five Year Plan Report, it has appeared in various forms previously. It is going to come out very soon in a few days' time in its relatively final form. There is nothing final about it because we can always change it from year to year but at the moment that does represent our thinking and the nature of the problems we face and you will

find in that how much importance we attach to education and may I say that in spite of many failings in our educational system, for which we are frequently criticised and rightly criticised, the mere fact that in India today about 45 million boys and girls are going to schools and colleges is a solid fact to remember and that every year you add a couple of millions to this total. In five years time the figure will probably be somewhere between 60 and 65 millions and thus education not only in the cities is spreading, in the villages and spreading more especially among the girls of the villages — a factor of great revolutionary significance. That is affecting and will affect more and more the life of the villagers.

So these big revolutionary changes are taking place in the minds of the people apart from others in agriculture — in agriculture which is becoming a little more modernised and industries and power. Education, I think, is the most revolutionary factor in India and is changing the face of India. It is not so suddenly obvious but any person who goes and sees the changes taking place is tremendously impressed by it.

Well, that is happening and that will continue to happen but the basic problem to which I referred right in the beginning remains for us. The problem is that even where the best education is given we are producing a pugnacious type of humanity, not a co-operative type. Now, how to get rid of this rather narrow approach which can only lead to conflict and conflict today is naturally and exceedingly a dangerous thing.

May be all this is a little beyond the subject of your deliberations but in some way or other they must touch it. Education for responsibility. Yes. Responsibility to run some business, to run some big concern, to run your village or whatever it may be. It is true but ultimately to produce a person who can run himself properly, not others so much.

And from the most ancient days the philosophers and great men have told us that the basis of real education is to know yourself — whatever that might mean — and sometimes it appears that in our quest for knowledge we achieve, we acquire a mountain of learning without much wisdom and so we do not know either ourselves or others although we may collect an enormous amount of statistical data about how much people eat and what they eat and what they do. We have big books about statistical data, economic and others and yet that quality of human wisdom may be lacking and if that is lacking then difficulties occur. How to produce this quality — a touch of wisdom in our educational apparatus ? Well, it is a problem which is worthy of your study. Thanking you."

"EDUCATION FOR RESPONSIBILITY*"

ADDRESS BY

DR. K. L. SHRIMALI

Union Minister for Education

Mr. President, I am indeed grateful to you for having invited me to address the Conference of teachers organised under the auspices of the World Confederation of Organisations of the Teaching Profession. I am particularly happy that this Conference is being held in Delhi. It gives an opportunity to our teachers to exchange ideas with the members of the teaching profession from all over the world. As you may be aware, we are at present engaged in the gigantic task of providing educational facilities to millions of children and young people. We have to learn a great deal from your experience. I hope this Conference gives you also an opportunity to see some of our problems and difficulties at first hand. It may be that our problems do not concern you directly but living as we are in an interdependent world, we cannot live in isolation from each other. The richer and more advanced countries have an obligation towards the under-developed countries which are struggling at present to give the basic necessities of life to their people—food, clothing, shelter and education. During the years following the last world war, there has been a greater realisation among the more advanced countries that it is their moral responsibility to assist the under-developed countries. We would be ungrateful if we did not recognise the basic sentiment of generosity which motivates the more advanced countries to assist those which are less fortunate. There is a genuine desire among the people of advanced countries to see that the peoples of the under-developed countries are enabled to enjoy the benefits of freedom from want and disease, so that they may better enjoy the blessings of liberty. It cannot be denied at the same time that there is sometimes a hesitation among the receiving countries to receive aid. The countries which have recently attained their freedom from foreign domination are naturally sensitive and even wary of receiving foreign assistance lest it might lead them to lose intiative through over-dependence on external help. It is the appreciation of these psychological factors that suggests that the best course would be to channel all assistance through international agencies, but this can happen only when all the rich countries pool their resources and share the burden according to their capacity.

One of the major causes of tension among the nations is economic inequality. Two-thirds of the world's population lives in under-developed countries where the masses of the people struggle daily for bare subsistence and a tiny minority only can afford to live in comfort and even luxury. It is only by removing this radical disparity that we can attain greater political stability in the world. Science has placed at the disposal of man unlimited resources which if properly utilised and distributed equitably among the peoples of the world, can eradicate poverty, hunger, disease and illiteracy from the world and usher in a new era of peace and prosperity. It is tragic that just at the moment when through international co-operation and good-will man could fight against all the social evils, he should be engaged in the task of self-destruction. The present situation of the world therefore throws a tremendous responsibi-

lity on the teachers. If the world is to be saved from the impending disaster, they must commit themselves unequivocally to a world order in which no nation is allowed to repudiate its professions of peace. In this hour of crisis, it is the highest and the most urgent obligation of teachers to expose the conflicts between narrow nationalism and a rational and responsible international order. The present crisis in which the world finds itself today can only be averted through the creation of a world order in which appeal to reason would have replaced resort to violence and persuasion would govern the relations of men with one another. This is the most urgent necessity as well as the greatest opportunity. It is the crucial moment of choice. Any programme of education which aims at developing responsibility among the citizens must make the people aware of dangers which confront civilisation. There is a passionate longing for peace among the vast majority of people all over the world and it is the responsibility of education to create the strength of will and determination among these people so that may be able to stand up against those who believe that war is the only means for resolving differences among the nations. Education cannot shirk the responsibilities of peace. The alternative to peace is total destruction of civilisation.

It should be one of the important tasks of education to prepare the younger generation to equip itself for the new responsibilities which it will have to face in the twenty-first century. The social and political organisations in the world have already undergone tremendous changes in the first half of the twentieth century and we may witness further transformation during the remaining period of this century. It will be hazardous and presumptuous to predict the future course of events but if we are to judge from the present trends of the world, we cannot escape the conclusion that the age of individualism and *laissez-faire* is gone, once for all, and a new age with its emphasis on the group, is emerging. A citizen of the modern society must learn to limit his own freedom to enhance the freedom of the society. The individual left to himself cannot resolve the contradictions, conflicts and frustration which are found among people everywhere in the world. The old economic order based on the profit motive and personal gain is giving way to new social forms as a means of realising the full possibilities of development both for the individual and the community. The choice before us is not between individual freedom and collectivism but between a collectivism regulated by a dictatorship and a collectivism which is the outcome of democratic planning. In a planned society the individual is asked to curtail his freedom in order that the masses of people may enjoy greater political and economic freedom. In the long run the individual will realise his true freedom and fulfil his social responsibilities more effectively by identifying himself with the group as a whole. It is only when the individual identifies himself with the group and subordinates his own narrow interest to that of the group that he is truly free and acts in a responsible manner. Planning which restricts individual selfishness and greed is not only not opposed to the democratic way of life but is, in fact, the very basis of democratic action in the social sphere.

Education has a vital role to play if people are to assume their share of responsibility for bringing into existence a planned society through democratic procedures. Education in the past has been concerned mainly with perpetuating hitherto dominant cultural structures, habits and attitudes. If the transition from the individualistic to the planned society is to take place smoothly, education should rebuild the habits and attitudes of the people. It must make people aware of the conflicts and tensions that permeate our society and develop in them strength and courage to eliminate

them. Education should become the main instrument for the realisation of the goals which have been accepted by the community. It should place before them a clear picture of the society which they propose to build up and at the same time show them the way for bringing it into being.

Education for responsibility requires on the part of teachers an unequivocal commitment to the democratic ideals. In the face of a continuing crisis when the democratic forces are carrying on a relentless struggle against the strongly entrenched forces of reaction, the teaching profession cannot remain neutral. It is its duty and responsibility to make a critical examination of the contradictions and conflicts inherent in the present economic system and help in the construction of new patterns better adapted to the emergent world. It must fully understand and recognise the corporate and interdependent character of the contemporary order and the transformation of values inherent in the change-over from the individualistic to the collective economy. It must raise its voice against racial discrimination, remnants of colonialism, narrow nationalism and all those anti-democratic forces which create tension and conflicts in the world. It must give strong support to the common people who have begun to assert themselves and are beginning to discover their strength. If education is to be the instrument of social change, teachers cannot remain content in an attitude of vacillation and uncertainty. They must show greater devotion and loyalty to democratic purposes. They must not only take sides but give leadership to the democratic forces in the world —in Africa and Asia, which are struggling for the freedom of the common man. They must harness these forces for bringing into existence greater human solidarity and peace. Educational profession will become an effective instrument for the safeguarding of civilisation only to the degree that teachers are courageous, purposeful and united. They will be successful in educating the younger generation for responsibility only to the extent that they understand their own responsibility towards the society.

May I thank you once again, Mr. President, for having given me this opportunity to address this Conference on the subject which is of vital importance for the whole world.

REPORT OF THE RESOLUTIONS COMMITTEE

Resolution A

Education for responsibility grows out of the convictions held by the society with regard to fundamental moral, spiritual and rational values. These values include the worth and dignity of every person and the necessity of helping every child to become the best person he is capable of becoming. However, the same principle that recognizes individual freedom also emphasizes the responsibility that each person bears towards others. Out of such principles come patterns of family-living, the development of laws and the establishment of educational systems. It is imperative therefore that school programs recognize the needs of the culture of their respective community as well as these of the individual. Teachers should be alert to the ways and means by which the acceptance of and regard for responsibility are brought about. The complexity of the forces affecting students in all parts of the world points up the urgency for teachers to demonstrate by example as well as by direct teaching their respect for these fundamental values, their concern for service to others, and their willingness to participate in civic affairs.

To this end, WCOTP believes that :

I

The teacher should recognize the importance of :

(a) the fundamental moral and spiritual values on which just law, family and society are based ;
(b) the inculcation of a right attitude to and a respect for law ;
(c) the development of a critical attitude so that the individual retains the right to object to and/or amend the law ; and
(d) the encouragement of an enquiring mind to help the individual make sound judgments.
(e) action in accordance with the principles underlying the Declaration of Human Rights.

II

A school atmosphere should include a maximum of support, encouragement and acceptance and a minimum of fear, criticism and rejection. It should likewise be based on respect for learning and on good human relations among administrators, teachers and students. Such an atmosphere would develop and foster a sense of responsibility.

III

(a) It is essential that the school program should be so designed as to :
   (i) Develop an understanding of how the society and its administrative set up functions ;
   (ii) Develop an understanding of the rights and responsibilities of the citizens ;
   (iii) Provide practice in the development of such qualities as acceptance of laws and regulations, co-operative work and team spirit, self-reliance, qualities of leadership and a general sense of fellowship.
   (iv) Develop a sense of economic responsibility.
(b) Such activities should form an integral part of curricular and extra-curricular programs in the schools.
(c) They should also be planned to suit the levels of age and abilities.

IV

If the teaching profession is to be in a position to meet its responsibilities, it is essential that society in general and employing authorities in particular accept their responsibilities to see that :

(a) the economic and social status of teachers is raised to a level commensurate with the importance of the profession ;
(b) the training of teachers meet high standards in breadth and depth to ensure professional competence ;
(c) the responsible teacher must be free to use his capacities and intiative to the utmost in order to be effective in educating youth to assume their responsibility.
(d) that material facilities are provided to enable both teachers and pupils to work with maximum effectiveness ;
(e) the work-load of the teacher be so regulated as to ensure both the physical and mental health of the teacher and the efficient discharge of his duties.

V

Realizing that education for responsibility will not be complete unless all children are brought up to understand and appreciate different cultures and to live together as single family, WCOTP recommends that all member organizations of WCOTP continue to develop resources and programs to increase mutual understanding between the peoples and nations we represent, by

(a) giving parents and pupils a sense of responsibility in this area ;
(b) providing opportunities for parents to meet for discussion leading to understanding ;
(c) helping the family, the school and the community to recognize local talent and to make use of these talents in their different groups, such as PTA's, women's organizations, and civic groups ;
(d) encouraging correspondence between school children and between teachers ;
(e) encouraging programs of affiliation between our schools ; and
(f) encouraging the exchange of students, teachers and cultural groups among the countries.

It is very urgent that the teachers be informed through the teachers' organizations of possibilities to receive assistance from various national and international sources such as UNESCO. Continuous co-operation with these agencies should be encouraged.

VI

The Assembly expresses the view that those responsible for the control of mass media in the community of today have a grave responsibility to the community to use such media for the educational and cultural advancement of society and strongly condemns the misuse of such media in the present emphasis upon sensationalism in sex, crime and misbehavior ; it must be an aim of the teacher to teach a correct appreciation and use of these media.

Resolution B

This Assembly expresses its deep concern at the situation in which the British teachers are finding themselves in regard to their salary negotiations, and expresses its hope that a satisfactory settlement will be achieved through the good offices of the salary negotiations machinery, namely the Burnham Committee.

Resolution C

This General Assembly urges upon the Executive Committee to take steps to ensure that WCOTP member organizations actively associate themselves with the FAO "From-Hunger Campaign" and assist their respective governments in the measures they take in this regard, such as grow more food campaigns, food and nutrition weeks, etc., and further take steps to provide for their children wholesome and nutritious food, including the supply of milk.

Resolution D

This General Assembly requests the Executive Committee to take such action as is possible to give effect to the WCOTP/FISE Agreement of July 1958, emphasizing as a first step towards understanding a full exchange of information regarding the program, purposes and activities of the two organizations.

Resolution E

Believing that teachers' organizations have a vital role to play in enabling teachers to discharge their responsibilities, this General Assembly requests the Executive Committee to secure the assistance of the international organizations, United Nations and UNESCO, to request member governments to ensure

1. to the teachers the right to form associations ;

2 to their leaders the right to discharge the mandate given to them by their respective organizations.

A REVIEW OF THE EDUCATIONAL EDITORS' WORKSHOP

By G. SRINIVASACHARI

Educational Editors' Workshop is an annual feature of the General Assembly of the World Confederation of Organisations of the Teaching Profession. Its main purpose is to improve the quality of educational journals.

On the occasion of the Tenth Assembly at Vigyan Bhavan, New Delhi, the Workshop was inaugurated by Dr. K. L. Shrimali, Minister for Education, Government of India. It was in session from July 27 to 31, 1961. Editors and representatives of journals from twenty-three countries of the world participated in the Workshop.

In his welcome address, Prof. D. C. Sharma, reviewed the work of educational journals in India and put in a powerful plea for organising in-service training for educational editors.

In his inaugural address, Dr. K. L. Shrimali stressed the necessity of catering to the real needs of various grades of teachers. He pleaded for the pursuit of some definite educational philosophy in journals intended for practising teachers.

Dr. Paul S. Welty, Assistant Secretary General of the WCOTP explained clearly the purpose of the workshop, which, in a broad manner of saying, was to promote effective communication of educational ideals and realities among the members of the teaching profession in the world. His concluding words 'We are here to work' had a deep influence on the participants.

Mr G. C. Chatterjee's address on Role of Education Press' introduced the participants to their task. His outspoken objection to nationalisation of text-books raised for consideration problems on choice of subject matter and tone of text-books, but the concensus of opinion was that the subject lay outside the initial scope of the workshop and might be brought up for discussion later, if time permitted. In fact, there was no time for such a discussion.

The first plenary session met with Sri S. Natarajan, Vice-President of the WCOTP in the chair, and discussed problems of finance and administration. Discussion in the main related to the following types of journals:—

(1) those which depended completely or almost completely on advertisements ;

(2) those depending largely on funds allocated by their organisations from membership subscriptions ;

(3) those which were commercially independent and were sold in the open market for journals ;

(4) those which were subsidised in various forms by Government.

In view of the wide variety of approach to educational journalism it was impossible to arrive at any single conclusion on problems of finance and administration facing the journals.

The view was put forward that editors needed technical advice on production methods, particularly, format, layout, use of colour, line, space and illustrations. These techniques are now learnt largely by experience, which may be described as hit-and-miss method. In this connection it should be mentioned that '*Handbook for Editors of Educational Journals*', a booklet prepared by the specialised committee on educational journalism of the WCOTP, was given to the participants as reading material. This con-

tains the type of practical information needed by editors to improve the quality of their work.

It was agreed that the circulation of a journal depended on (i) the size of the teachers' union of which the journal is an organ, (ii) the policy of the editor and (iii) content, format and business acumen of the production staff.

During the next day session (July 28th), Dr. G. S. Krishnayya spoke on "Editorial Content" and Miss Catherine Fletcher, Editor, *Education for Teaching,* spoke on 'Problems of Editing and Writing'. The former emphasised the need for inspired editorials and the latter pleaded for missionary zeal in educational journalism. All the participants went into committee to discuss points raised by the lecturers.

On the balance of items and relation of local journals to national and international journals divergent views were expressed. There was agreement on the following points :—

An educational editor is responsible first to his readers who are members of the organisation ;

second, to the advancement of education in general ;

third, to the community ; and

fourth, to the employers of his readers.

Practical exercises given to the participants were very useful. Mr. G. R. Ashbridge, Secretary, New Zealand Educational Institute, evaluated the answers.

The second day's session ended with a pleasing tea party given by Mr. N. B. Cooper, Director, Allied Publishers, New Delhi.

The session on the third day began with a talk on 'Finance—Income and Costs' by Mr. Ricardo Castro (Philippines). This was followed by Mr. E. W. Franklin's recital of his experiences in running the journal of *'Indian Education'.* Then Mr. Hiroshi Yoshida, WCOTP Publication Officer, Tokyo, gave an entertaining talk about his own experiences.

In the afternoon the participants were taken in groups to visit the printing works of the *'Times of India'.*

On the fourth day of the Workshop Miss Margaret Benjamin under the title *'What to look for'* gave a review of publications of participants. Mr. C. M. Abbot of the United States of America presided. Every one of the participants gave his or her impressions on publications studied previously.

In the afternoon there was a general discussion on 'International Responsibilities' led by Mr. G. R. Ashbridge. This session was very thought-provoking. There was a lively discussion on the issue whether *Panorama* was fulfilling its function as the organ of the WCOTP or not.. This question was talked out. The suggestion that matters relating to the welfare of teachers should be published in *Panorama* was left to the consideration of the WCOTP.

The closing session, Monday the 31st July 1961, was a memorable occasion. Prof. D. C. Sharma was in the chair. Dr. B. V. Keskar, Minister for Information and Broadcasting, Government of India, delivered the valedictory address. Selected participants summarised in their own way results of the Workshop.

Mention must be made of Sri M. Doraiswamy who, as Co-ordinator of the Workshop, made careful arrangements for the day to day work.

The Workshop afforded a splendid opportunity for Editors to get to know one another's problems.

If any one were to ask me 'What is the net purport and upshot of the Workshop ?' I would answer, 'You must have been in it to feel it.'

I have no doubt that the participants parted from one another, each with the feeling, "I learnt much to do my work better I tried to give my fellow editors the best I could."

Finally, it is incumbent on me to thank The Rev. D. Thambusami, Editor, *The South Indian Teacher,* and his colleagues for having given me the opportunity to represent the S.I.T.U. Journals at the Workshop.

TIRUCHI CONFERENCE

By "ENESPEE"

That hundreds of teachers belonging to different grades and pertaining to different colleges and schools spread over our entire State gathered, conversed and projected their problems, professional as well as academic, and thereby created and mobilised public opinion in favour of their various demands goes by itself a significant achievement and that 51 of such conferences have been convened and projected through does but speak to the credit of the S.I.T.U. and its office-bearers, past and present. Teachers, as part and parcel of the enlightened society, share the merits and demerits of the community. Trade unionism is as alien to their nature as it is woeful. Yet as those who believe in the maxim 'Raise Yourself by your own efforts', have to impress upon the powers that be that they deserve, by dint of their action and pursuit, better treatment and position. This, as hitherto-fore, they exhibited in ample measure and with great success at Trichy.

The three-day deliberations began with the opening of the Conference and the Presidential address thereof, on Thursday the 11th May 1961. This year's president was Sri T. P. Srinivasavaradhan, M.L.C., a veteran among practising educationists. The address was, to say the least, as comprehensive as it was erudite. Besides stressing the need for maintaining professional standards as a 'sine qua non' of our community's well-being, he dwelt at length on the pattern of the educational structure that has been so far the plaything of the politicians and offered his unbiassed and unequivocal suggestions towards bringing it nearer to reality and perfection. (A verbatim report of the speech may have been perused through in the press as well as in this journal.) The opening of an exhibition which was a fine treat to the intellect, was conducted by Sri M. Palaniyandi, M.P. of Trichy. His speech showed that of late, legislators other than those representing the teaching profession have also a warm corner for the amelioration of these unfortunate brethren of theirs.

Quite in contrast to the formalities connected with the functions so far accounted and with an agreeable degree of informality and liberty, the sectional conferences were convened. The one on elementary education debated the achievements and failures of the much-boosted basic system of education. Many of the speakers expressed to the view that it had wrought enough damages beyond repair and it was worthwhile to revise, reconsider and reflect on steps that would ensure a solid bias for the succeeding lay-outs. An all-India pattern and procedure was uncalled for and the vocational aspect of the system was highly unworthy and little effective. Leaving out that designed role to multipurpose schools of a separate order, this can rest content with preparing the ground for mental and muscular strain that is to follow.

The Convening of a Pre-primary Section of the Conference was a special feature of this year's deliberations and note-worthy contributions in the form of suggestions and experiences were doled out by those interested in it.

The University Education section with which the second day opened had had the grandeur and glamour that it deserved. The tempo of thought and expression was kept up till the end, thanks to the subject and theme chosen for discussion, the burning topic of the day and the participants, all talented professors and lecturers. "P.U.C.? or Intermediate?" was the question and the arguments advanced for and against were so

vehement as not to leave the listeners a free choice. The P.U.C. was branded as 'academically unwise, financially unsound (to the colleges) and positively harmful', according to one and Intermediate was a thing of the past as evidenced by the other. On the whole there was or seemed to be an agreement that the Pre-degree Course should be one of two years after the 11 years of schooling at the Secondary level. Anyhow the debate was so interesting as to make the audience forget the midday meals for a while.

The Women's Education section began its sittings far behind schedule and also ended quite so (naturally perhaps). It seemed that capturing the dais, a speaker thought herself to be an extremist champion of women's cause and poured forth her wrath on men's superiority. The whole downpour was as much to the amusement of the audience as to the satisfactory ventillation of the speaker. Some of the speakers following her gave quite a vivid picture of what women's education is and what it should or could be. The efficacy of home science as a subject of the curriculum of studies was a question of doubt and divergent opinions were expressed by the Union President and the President of the Conference. The President of the Sectional Conference, a Muslim lady to note, struck at the balance of the views expressed and also put forth a plea for a religious bias to Women's education. As she relevently and pertinently pointed out, women were the custodians of heritage and tradition.

The Secondary Education Section which was by far the most important section by virtue of its being the connecting link between elementary and university levels of study, then began its session though it was an unconcluded one for the day. The content of the curriculum was the chosen topic of discussion and only exceptions and digressions marked the proceedings and to that extent it was made unimpressive. Many of the speakers had some grievance or other more professional than otherwise and a convenient platform for giving vent to it was taken for granted. Anyhow the XI Standard in the Higher Secondary School loomed large and the general view was in favour of its introduction. Of course, there was a cry that the syllabus was heavily loaded to the detriment of efficiency of instruction and so on.

Presentation of the annual audit report and other connected records to the general body devoured the later part of the day to be soon followed by election of new office-bearers. Election, as usual, carried with it its own anomalies of behaviour, confusion, canvassing and all that. They had to be taken as representing the lighter side of life but at the same time one cannot help wondering why a less furious and more serious standard cannot be maintained, well-educated and dignified section of the body politic as we belong to.

As the votes were being counted at one end, there was the solemn function felicitating Sri S. Natarajan of the S.I.T.U. on his 61st birthday conducted at another. Members of the profession drawn from a variety of schools,—nay, even of various schools of thought—were one in eulogizing his service which has now become history. But for his benign care and benediction, the S.I.T.U. would not have been a strong force such as it is today. Encomiums and tributes were lavishly paid and deservedly too. In his reply, he detailed how his great venture was after all quite successful, thanks to the help of Sri M. S. Sabesan and a host of others. Quite in keeping with the sentiments expressed, nature also showered its blessings in the form of cool drops and droplets from the vaulty heavens.

The venue of the third and final day's session was different from that of bygone sessions and perhaps that resulted in the difference in tone and spirit that was abundantly in evidence. The election results were announced and they were received by the audi-

ence with mixed feelings of surprise and regrets on one hand, with enthusiasm and eclat on the other. The inadvertent and yet needless remarks that lisped out of the ex-President caused a furore and that might have well been avoided. Attendance had become thin in spite of the munificence of M/s. Palaniappa Bros., Trichy, in providing a free midday meal—which amounted to a nice dinner—that afternoon. The Secondary Education Section had, by and large, a long list of speakers on the agenda and it was feared whether it would be possible to finish that and the General body meeting thereafter and all that before dinner. But human nature being what it is, the audience preferred a rush-through giving opportunity to maximum number of speakers though it caused a *minimum* allotment of time. Some expressed their misgivings about a possible retrenchment consequent to the reduction of the Revised Scheme of 1959. The case of Tamil with an ambitious syllabus and shortage of periods was posed by some, while that of Hindi/Sanskrit with its introduction in Standard VIII only, suffering a set-back in attainment was tabled by some others. One deplored the fact that English, relegated into the background, has become more alien than ever and the department was only directing a misplaced emphasis. Another was critical—too critical—about the fee concessions shown to pupils which has been, according to him, the cause of our lowering in standards. Much of the benefit or value that a visitor could derive out of symposiums of this kind was lost in the speaker's indulgence outside the ambits of discussion. Everyone heaved a sigh of relief as the proceedings came to a close.

The only remaining item on the agenda was the carrying out of resolutions. As it was time for dinner and as all the resolutions had been discussed threadbare in the Subjects Committee the previous day itself and as the general body had only to give its ratification, this item was hurried through. It was pitiful that the general body was not allowed to incorporate even an amendment. Also the organisers of the meet should allot a considerable amount of time for discussion.

So ended another mile's journey of the caravan of the Union, made in a spirit of accommodation and control, with a sense of redoubling faith in the organisation and with hopes high and minds resolute to make the S. I. T. U. reach its high watermark of perfect efficiency.

"Those who have garnered for good their stock-in-trade as school-masters and shut their minds against the growing harvest of truth can only reproduce their lessons as gramophone records, repeating with dull accuracy stale passages from second-hand stores. They burden the mind but seldom nourish it.

Teachers should be ideal comrades of those whom they teach and through the course of teaching their own minds should be stirred in sympathy with the stirrings of the young minds. The joy of imbibing lessons oneself ought to find its true expression in infusing it in others.

When we see such a living enthusiasm lacking in those who act as guides to their pupils, who are ready to raise to them ruling rods from a distance but not offer them the helping hand by their side, as too often is the case, they should be reminded that they have choosen a wrong vocation and should for the sake of humanity change it without delay for that of a jail warden. A genuine sympathy and respect for the students create an atmosphere of freedom in the classes which is indispensable to the commerce of culture which is named education."

— **RAVINDRANATH TAGORE.**

DAILY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(Continued from previous issue)

Y. M. D.

1 1 1 Draws கா கா on windows, walls, doors, etc. Goes up the sloping pillow on the pial — Satisfactorily. Puts the smallest toy in standing position in the shortest possible time out of self effort.

1 1 2 Lets down a toy from the sloping pillow and looks at the toy falling down in spite of his efforts to keep it on there. Also lets down a toy from the pial and repeats the same when the toy is taken and returned — Lets a piece of stick stand up on its broad base on the floor. Gets into the easy chair very easily and sits — Uses fan in the way of fanning.

1 1 3 Uses fan as on yesterday — Takes two pillows one in each hand — Stands so as to throw them in the cradle — Unable to accomplish he cries — Pulls sisters' hair plait and laughs as she looks back.
Names his glass bangles as 'light' as they reflect light at night.

1 1 4 Calls eldest sister by relationship — Runs away from the sight of castor bottle near mother — By striking lips with fingers makes sounds ப்ர், ப்ர், ir — imitation of sister successfully — Puts the mouth of the Gramophone funnel toy on the floor over another toy and makes it rest. Passes his fingers over a wooden toy — Makes it rest on another — Fails after 3 or 4 attempts — Leaves off the job and goes — Gets up over the rolled bed in the morning and plays. —
Also gets over the slightly inclined சாய்மனை in the street pavement—says அதோ once —— once again —— Stands on toes and raises himself so as to reach a thing not within easy reach (Also noted 2 or 3 days before.) Puts the chalk in the padlock hook in the meat shelf. (Also noted 2 days before) — Sits with legs crossed (not with both legs) instead of stretching legs as uptill now. (Also noted 2 or 3 days before) Stands up 3 or 4 times out of his own self effort saying வித்தே, வித்தே. Looks intentively at rain — Inclined to get into it.

1 1 5 Shows eagerness to eat rice food.
New sounds தே தே, அதபா, இதபா ழ (last not clear)

1 1 6 Goes to street pavement and gets into street proper — Very definite about ஆக (plantain) காகா (chalk) for drawing crow and அக்கா — Sister.
Runs to kitchen as soon as mother asks sister to serve him food on a plate.
Is inclined to take in coffee or cocoa as the elders do.
Turns head towards rain as soon as he is told "Rain Rain, Show Rain" — Flowing of saliva — with a pencil

Y. M. D.

horizontally held in mouth walks along the cot. Smears water on floor in imitation of sister.

1 1 7 திக், திக், திங் திங் — Listening to and saying after timepiece — Gets into and gets out of the easy chair. Takes great pleasure in getting under the cot and play hide and seek — Bends head and brings close to the floor and sees others away from the cot. Saliva flowing — with a cloured ...... in mouth — runs along (child's prank No. 2).

Says இக்கா by himself while drinking water.

Sits with crossed legs — other postures — stretched legs, bent legs (மண்டி) — One stretched and one bent.

A good lot of time in opening and closing window.

Arranges 3 tumblers one over by inverting them and also one into another.

1 1 8 இதபா — டுடு — ட்ர் ட்ர் — uses frightening expression towards sister — Throws off toys if not successful in his attempt to pile one over another and goes to a new job.

1 1 9 Hears 'tick tick' of timepiece and repeats — Makes 3 fountain pen barrels stand up on floor — Stretches hand expressing desire to stretch it in rain towards rain drops falling from roof. Tries strength by shaking and pushing stool. Plucks grass from pavement below pial — Also attempts by biting with teeth — Stretches hand signifying his wish in asking for a thing — Calls a dog in terms of — தோ தோ — Tosses head this side and that ஆடுவோமே is sung — says போ போ once or twice

Y. M. D.

Throws ball forwards and follows it.

Does not use chalk for any other purpose but drawing— Put it into mouth very rarely — once or so.

1 1 10 Fixes pencil vertically in small grooves in cot, easy chair, etc. Feels the knob in the இயந்திரம் toy — Puts the bottom over another toy in his task of piling — but not the knob.. Throws ball after 4 or 5 times waving hands, but not at once — (Is it to get sufficient motion spring ?) Attempt to put 2 steps forward — pushes sister from mother's side and lies by the side of mother — Sits in a sieve squeezing himself — Looks at lips keenly when we say போ போ. Says it imperfectly once or twice.

1 1 11 Pushes a brass plate forward and follows it making noise. When it can't go further, takes to a new job. Holds a rattle or wooden toy with teeth or without the support or help of hands — In ectasy hits hands against legs (a marked feature for more than a fortnight)— Sits with 2 legs crossed for a few seconds, less than a minute — Repeated 3 or 4 times. Sits neatly in that posture — At other times, one leg bent forward, one leg bent in front — Looks through the venetiation shutters in the door — Names curry as ஆகா and wants it — ட்ரேட்ரே, திகும் திகும். Having taken the things from sister, looks at her hands again to see whether she has more (coloured pencils). Arranges dinner plates one over the other in the kitchen.

Y. M. D.

1 1 12 Says தாத்தா by looking at Mahatmaji's picture. Hides face by opening a book and plays by himself — Looking at father writing his name in தாழங்குடை says காக்கா (writing becomes க்காக்கா). Hides behind the door in the room for play. Listens and goes to the door way at the beggar asking for alms in terms of அம்மா — Lies low down to look into a card board box. Says பே பே when the tower of toys come in keeping toys stand erect down — uses also left hand as he has already one in right hand — Plays hide and seek near an open umbrella kept for repair mending — Calls a drawing in front door காக்கா only once, but not after. In putting the toys in the form of a tower, always puts the bottom down and the open side up. This has been consistently seen. Puts 2 pencils also vertically (short pencils) — Wants nothing but his pen from his brother. When given, writes with it. Seeing it closed, pulls out the cap. Pleasure in brother hiding face (child's) with transparent packing paper — Also expressed similar pleasure when this was done 3 or 4 days back. First time using his legs in kicking his toys — Accidental ? Stretches arms fully while drawing on floor with chalk.

1 1 13 Bowed before Sri Rama spontaneously — in imitation of father after his usual Puja — Cries and resents when a thing is taken away from him. (Horlicks advertisement paper) Rubs and dries his wet hands in a cloth or towel when given to him. Draws lines and curves indiscriminately. Crows like a cock on looking at a picture of a cock in a magazine — Puts 4 thick coloured lead pencils in vertical position. ஜா, ஜா, wants to handle and see what brothers and sisters use, read, write and see. Kicks things with legs — Looks at new baby (Ganapathi's) — Likes to feel it — Goes near it — Touches it.

1 1 14 Hearing a call from the brother at the kitchen for அப்பிச்சி runs to that place — Kisses the wooden toy soon after it was said in his hearing. Comes away from urinated water and says ஆய் — Having seen one train, asks for - இன்னுன்னு when at rail gate with brother — For the mere suggestion of கன்னத்தில் போட் டுக்கோ does it.

1 1 15 Looks at and feels the body and mouth of a child visitor (Krishnaveni) Looks at a green caterpillar going up the tree by means of its நூல் இழை. Touches a running insect மண்ணுளிப்பாம்பு. Runs to kitchen saying அம் - அம் — Very turbulent at bath Does not want rice food. Drinks much water through noozle in the afternoon — Says ஆகா and தோ தோ at the sight of plantains and dog in the bazaar—Says ஒன்னு. ரன்டு, மூணு unintelligibly, but akin to it — Says ஒ but once by looking at brother. Going at a distance. When hands are taken hold of kicks things on floor with legs.

(to be continued)

Y = Year, M = Month, D = Day.

FROM OUR ASSOCIATIONS

NATIONAL COLLEGE HIGH SCHOOL, TIRUCHIRAPALLI

Under the auspices of the Teachers' Association of our school 45 teachers had been on an Excursion to Palani, Suruli Falls, Thekkadi and Vaigai Reservoir on 29th and 30th of July '61.

URUMU DHANALAKSHMI VIDYALAYAM TEACHERS' ASSN. TIRUCHIRAPALLI-2.

The General body meeting was held on Thursday 6-7-1961 in the school premises. Sri A. V. Sethurathnam Iyer, B.Sc.,B.T., Headmaster, presided.

The Balance Sheet for the year 1960-61 was admitted and passed unanimously.

The following office-bearers were elected for the year 1961-62 :
Sri A. V. Sethurathnam Iyer, B.Sc.,B.T., — President ; Sri N. Ramasubramanyan, M.A., Siromani., — Secretary.

* * *

The inaugural meeting of the above association was held on Friday the 14th July 1961, at the School premises.

Sri V. Nataraja Iyer sang a prayer song ; Sri A. V. Sethurathnam Iyer, Headmaster and President, welcomed the guest ; Sri M. V. Krishnamurthy Rao, B.A., B.L., (Rayapalaya Nilayam) delivered the inaugural address. He stressed the importance of the study of English.

Sri N. Ramasubrahmanyan, Sanskrit Pandit and Secretary read the minutes and proposed a vote of thanks.

UNION OF TEACHERS' ASSNS. ERODE

The first meeting of the Governing Body of the Union of Teachers' Associations, Erode was held on Friday the 14th July, 1961 in Sengunthar High School, Erode. Sri E. Shanmugam, B.A., L.T., Headmaster, Mahajana High School, Erode the out-going President, presided over the meeting.

After prayer, the outgoing Secretaries Mr. John Sundararaj, B.A., B.T., Headmaster, C.S.I. High School, Erode and Miss. Muthiah, B.A., B.T., Headmistress, Kalaimagal Kalvi Nilayam, Erode, read the Secretary's report and the Treasurer's report respectively. They were approved. Then the activities for the new year were planned. It was resolved to remember Sri S. Meenakshisundara Mudaliar, B.A.,L.T., Principal and Correspondent, Kalaimagal Kalvi Nilayam, Erode in a fitting manner out of the sum paid by him in purchasing the silver casket in which an address of welcome was presented to the Director of Public Instruction last month by our Union. It was also resolved to register our Union so as to become eligible to get the promised grant of Rs. 500 from the Erode Municipality.

Then the new office-bearers for this year were elected. After paying tributes for the outgoing office bearers for the excellent work turned out by them and by the co-opted members, the new Secretary Sri S. Subramaniam proposed a vote of thanks.

OUR LETTER BOX

TEACHERS' PENSION—NEED FOR A RATIONAL SCHEME

Sir,

The pension scheme for teachers introduced recently is so devised and worked out in practice as to vitiate the good intention behind it, viz., to render some aid to the proverbially poor teachers who have retired from service. There are many teachers now who, though they retired some years back, have not got their pension yet. The cry against inordinate delay in this respect voiced by teachers individually in these columns and by the South India Teachers' Union directly to the Government seems to be unavailing. The vague rules and the devious procedure laid down for the sanctioning of pension on individual applications add much to this delay which is already there ingrained in the official system. The authorities at different levels who deal with the applications do not treat them as anything like urgent, but postpone their disposal by forwarding them hither and thither on flimsy grounds. It is indeed a bitter irony that teachers who are incessantly patted on their backs by one and all should be made to wait for a year and more for the pittance of a pension which is no more than Rs. 10 to Rs. 15.

The main trouble about this pension arises out of the fact that the same set of rule which are applied to direct Government servants are also applied to teachers. In the case of Government employees, it is much easier to compute the total of service put in and the amount of pension to be granted, because their service conditions and salary scales are governed by uniform and definite rules. But in the case of teachers, until recent times it was all chaotic and those who have now retired had been teachers working under such conditions of service. Consequently it is difficult for them now to produce a record of unbroken service or of any progressive scale of salary drawn by them. And yet, the pension rules require the teachers to furnish these records in meticulous detail for which they are driven from pillar to post.

To make the pension scheme of real benefit to teachers, it is essential that the procedure under it must be simplified and pension itself raised to some thing like reasonable rate. The only feasable way of doing this is to relate the pension to the maximum of the salary scale in force at the time of retirement and not, as at present, to the average monthly salary drawn during the last three years of one's service. The actual amount for which a teacher is eligible may be in accord with the length of service he has put in. After all teachers' pension is assessed at a fourth of their salary and not at half as in the case of Government servants. By adopting this suggestion, the government will doubly satisfy the teachers by paying them a slightly higher pension than what they get now and that quickly too. Let me emphasise that even the old age pension contemplated in certain states as a social security measure is put at a higher rate than what the teachers now get as service pension after 'building up the nation' for 30 years.

S. SRINIVASAN.

Arni, N.A. Dist.,
18-7-1961.

SHORTAGE OF TRAINED SCIENCE AND MATHEMATICS GRADUATES

Sir,

It was reported that there was dearth of trained science and mathematics graduates in this state and it is felt now very acute after opening of many high schools. The dearth, I like to mention here, is due to (1) the teaching profession is not at all

attractive to graduates in spite of he recent revision of scales of pay. In this connection I like to draw the attention of the readers to the speech of Mr. Humayun Kabir, Union Minister that despite all the talk about the importance of education and the teacher, teachers were neglected practically... An 'unfortunate equation' worked out by him showed ... the Secondary school teachers got perhaps as much as a semi-skilled worker and the university teacher as much as a junior executive. He said so in inaugurating a seminar of WCOTP in Delhi on 31st July 1961. (2) The science graduates get better prospects in other fields, (3) soon after passing P.U.C., many join the engineering or technological courses where their prospects and prosperity are bright. This is the reason why there are many seats vacant in colleges especially in these groups. We often see in the advertisement in papers 'Seats are still available'. If this state of affairs were to continue I fear in a decaede there could be no graduates at all in the state. It is a fresh problem for the authorities. (4) To meet the dearth, even the raw science graduates are given the starting salary of the B.T's. One can very easily imagine the reaction of the trained people. Even in the Pay Commission there is utter disregard in fixing the scale, of the training that the teacher undergoes.

To meet the present dearth of teachers I like to suggest (1) the teachers profession should be made more attractive keeping it in par with other technicians for which the teachers' training must also be treated as a technical training, (2) the age of retirement of teachers should be raised to 60 or 65 as in the case of college teachers, (3) there are many secondary grade teachers in high schools who can teach higher forms by virtue of their rich experience may be allowed to take up classes in higher standards. If need be the education authorities can certify them fit after observing their performance in actually teaching the subject and they may be given a separate grade which will certainly enthuse and induce them to do better. Is it not better to allow these teachers to teach in higher classes rather than leave the students without any teacher? (4) the university should also be liberal in allowing teachers to appear privately for technical and special subjects.

I hope the authorities with give due attention to the suggestions given above immediately in the interest of education.

D. SESHADRI.

WEIGHTAGE

Sir,

In such of the aided elementary schools as had direct payment during the years 1959-60 no weightage was given to the teachers while refixing their scales of pay as per the Pay Commission Report.

It is understood that the department did this under the plea that, during the period of direct payment the teachers were allowed their salaries at standard rates plus any amount the managements has been paying over and above that and that, as such, their pay had been refixed at that time. They were not paid anything more than what they were drawing.

But actually when such cases were perused the pay of the teachers in majority of the cases did not reach even the basic pay in the new scale. Hence the denial of weightage in the fixation of scales is neither justified nor in accordance with the recommendations of the government.

Though it is now past one year, the government has not taken any steps in the matter in spite of several representations. It is high time that the government should consider their lot and pass early orders sanctioning full weightage to such teachers irrespective of any revision made at the time of direct payment.

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